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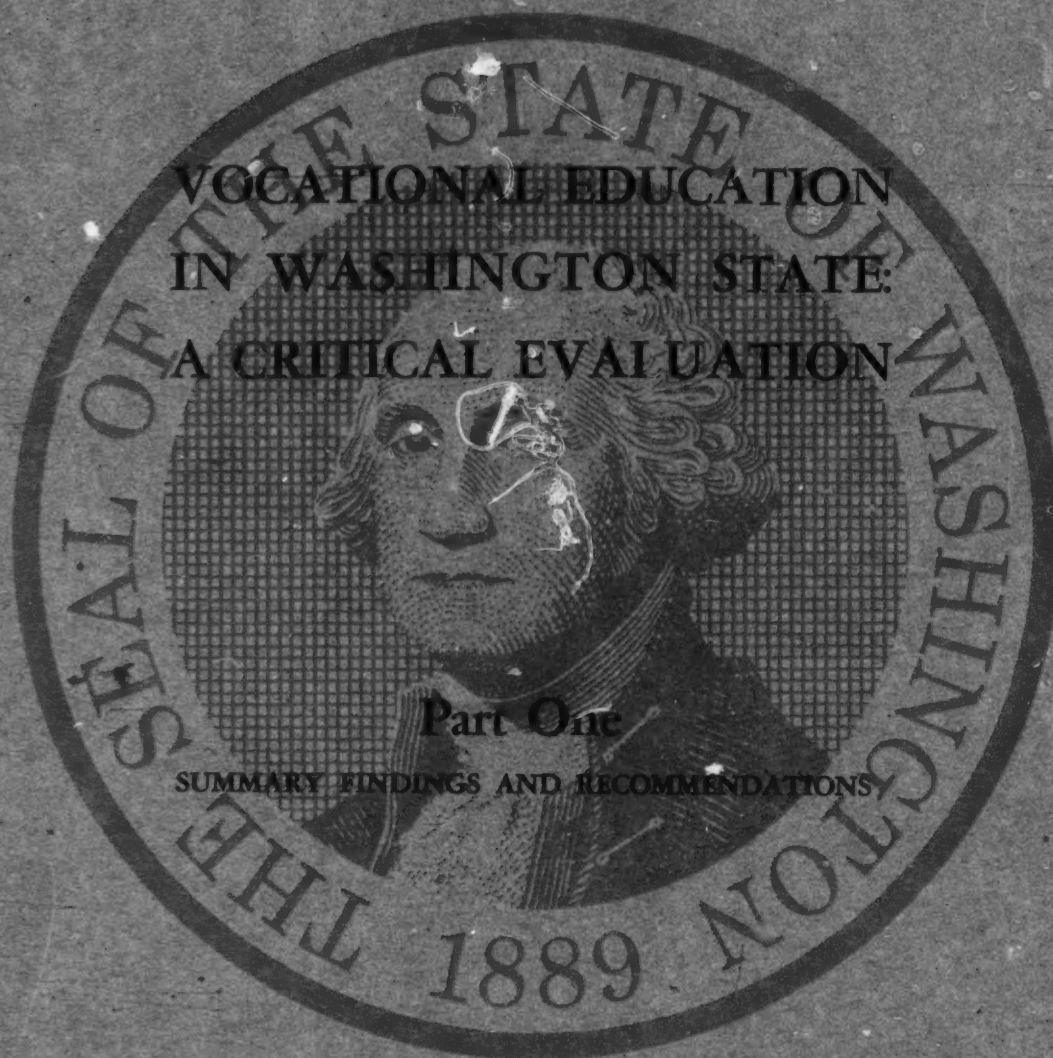
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ABSTRACT

A comprehensive study of the vocational education needs, services, and funding in the State of Washington was made and recommendations provided to the State Legislature based on analysis of the data collected. The total study report was issued in two parts. This document, Part One of the study, summarizes the major findings and presents recommendations for improvement of vocational education in Washington State. Part Two, available as VT 021 095 in this issue, includes more detailed discussions of the various programs and recommendations. The major findings summarized in Part One are presented under six topical headings: (1) Orientation and Exploratory Programs, (2) Manpower Requirements, (3) Present and Future Vocational Enrollments, (4) Employer Viewpoints on Vocational Education, (5) Vocational Funding and Organizational Structure for Vocational Education, and (6) Program Evaluation Efforts. These findings have been cross-referenced to chapters in Part Two of the report. Details of 23 specific recommendations, as well as recommendations from previous reports, are presented in this Part One report summary. (MF)

ED 080739



VOCATIONAL EDUCATION
IN WASHINGTON STATE:
A CRITICAL EVALUATION

Part One

SUMMARY FINDINGS AND RECOMMENDATIONS

STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

THIRD REPORT

November, 1972

UT 021 097

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FOREWORD

The Washington State Advisory Council on Vocational Education is a group of concerned citizens appointed by the Honorable Daniel J. Evans, Governor of Washington. The Council is charged with the responsibilities of evaluating the effectiveness of vocational education in our State and formulating recommendations for improvement.

To provide added emphasis to the need for objective evaluation of vocational education in our State, the Washington State Legislature, in Senate Concurrent Resolution 71-23 (Appendix A of this report), mandated a "comprehensive study of vocational education needs, services and funding in the State of Washington." The Resolution charged the Advisory Council to "assume primary responsibility for evaluating resultant information and, from it, formulate recommendations to the Washington State Legislature for its final evaluation and appropriate action by it and/or relevant agencies." The bulk of this report is the result of that legislative mandate.

To complete the request of the U. S. Office of Education in program memorandum AVT (V) 72-44, the Advisory Council has also included its 1971 Report and on 1971 State Plan Sub-Goals. For ease of reference, the findings, appendices and recommendations arising from this requirement are printed on buff colored paper; the remainder of the report appears on white paper.

ACKNOWLEDGEMENTS

The analysis, findings and conclusions of this report are wholly those of the Washington State Advisory Council on Vocational Education; however, the study involved significant effort on the part of a number of agencies and individuals. Though it is impossible to credit all who participated, we would like to acknowledge the special contribution and splendid assistance of:

The Bureau of School Service and Research, University of Washington, as prime consultant to the Advisory Council. Special Appreciation to Dr. Howard M. Johnson, Associate Director; and Susan Stier, Research Associate.

The members of SCR-23 Steering Committee as listed on pages seven and eight of Part Two.

The Coordinating Council for Occupational Education, State Board for Community College Education and the Superintendent of Public Instruction as the prime sources of the data.

The employers listed on pages 185-189 of Part Two and their employees who graciously participated in the Employer Survey.

The members of the Advisory Council's Executive Committee: J. Alan Duncan, Bruce Brennan, Harriet Jaquette, Wallace Johnson, Craig Merrill, H. M. Olsen and Floyd A. Sexton.

CHAPTER I

INTRODUCTION

In early May, 1971, the Senate Concurrent Resolution No. 23 (SCR-23) was passed by the Washington State Legislature (Appendix A). This Resolution stated "that the Coordinating Council for Occupational Education (CCOE) in cooperation with the Office of the Superintendent of Public Instruction, the State Board for Community College Education, the Washington State Advisory Council on Vocational Education, and the Washington State Manpower Planning Council including its state-wide area manpower planning committees, and the Washington Vocational Association Joint Vocational Education-Vocational Rehabilitation Study Committee undertake a comprehensive study of the vocational education needs, services, and funding in the State of Washington." The Resolution went on to state that the Coordinating Council for Occupational Education and the Advisory Council on Vocational Education would jointly fund research to create a model to accomplish this study. The Coordinating Council was charged with primary responsibility for data collection as related to the study. The Advisory Council was charged with the responsibility for assimilating and analyzing the data as collected and providing recommendations to the Legislature based upon that analysis.

The total SCR-23 study report has been divided into two basic parts. Part One of the SCR-23 report summarizes the major findings and presents recommendations for the improvement of vocational education in Washington State. Part Two of the report (which is published as a separate document) includes a more detailed discussion of various recommendations as presented. The appendices included with Part Two of the report also provide essential background data as related to the study.

Before examining either the planning process or the study findings, it is important to note that the study was limited to an evaluation of existing data and information which could be collected within time and budget limitations of the participating agencies. Some data important to the study was simply not available due to these constraints. Differing on-going data requirements and collection methods of the participating agencies further frustrated efforts to secure and compare desired information.

Despite a necessary reliance on existing data sources, the Coordinating Council for Occupational Education and the Advisory Council on Vocational Education believe that this report sheds considerable light on vocational education in Washington State, and we are pleased to present this report to the legislative committees cited in SCR-23, the Legislature and the citizens of our State. We urge all interested agencies and individuals to read both parts of the report and to apply the findings and recommendations toward a common goal of improving the vocational education efforts of Washington State.

CHAPTER II

SUMMARY OF FINDINGS

Since the SCR-23 study encompasses many aspects of vocational education in Washington State, it seems desirable to summarize major findings apart from the larger and more detailed report of Part Two. As a means of providing such a summary, the major findings are presented here and are listed under six major topical areas -- orientation and exploratory programs, manpower requirements, present and future vocational enrollments, employer viewpoints on vocational education, vocational funding and organizational structure for vocational education, and program evaluation efforts. These findings have been cross-referenced to various chapters in Part Two of the SCR-23 report. Those seeking more detailed information on any findings reported in this summary are urged to examine Part Two which is available in limited copies from the Office of the State Advisory Council on Vocational Education, 120 East Union, Olympia, Washington 98504.

Orientation and Exploratory Programs

- ° The common school districts of the State of Washington have in the past few years implemented a major expansion in career awareness and orientation programs. While precise estimates relating to the actual number of districts operating some kind of systematic career awareness program are not possible, it has been estimated by the Coordinating Council for Occupational Education that most of the large and a considerable number of the smaller districts in the State have implemented such programs. It should be noted that several secondary schools in Washington State are piloting job observation and work experience programs involving substantial numbers of students in either a mini-term or continuous employment format. The United States Office of Education has, in the past year, given encouragement for expanding these orientation and exploratory activities. (Chapter 2, Part Two)
- ° Critical to a successful orientation and exploratory program is an expanded use of community resources and strong administrative support. Familiarity with the full range of jobs available in the years ahead will obviously require a much greater degree of interaction between schools and communities. Not only will community resources, including parents, business, industry and labor, be used within the context of

the school; but students will observe firsthand the various job possibilities in their respective communities. This closer interaction between school and community along with strong administrative support for teachers therefore are top priorities for any local school district attempting to expand its career awareness programs. (Chapter 2, Part Two)

- ° The Coordinating Council for Occupational Education in Washington State currently supports a number of programs designed to encourage local districts in their efforts to expand career awareness programs for students. Project WAVE (What About Vocational Education?), Vital Information for Education in Work (VIEW), and the resource book entitled Career Awareness in Elementary Schools are examples of major efforts being made in this area. (Chapter 2, Part Two)

Manpower Requirements

- ° Of particular importance in recent manpower projections developed by the Employment Security Department is a continuing trend in Washington State toward a service-producing economy. Service-producing industries in Washington increased between 1960 and 1970 by 36 percent as compared with only a one percent increase in goods-producing industries. This trend is caused in large part by cutbacks in both the aerospace and contract construction fields and the corresponding increases in education, hospitals, and recreational services. (Chapter 3, Part Two)
- ° Along with this movement toward a service-producing economy is a substantial growth in clerical, sales, and service worker occupational groups. According to recent projections, the greatest number of jobs available in Washington State in 1975 will be for various occupational categories under the service worker heading. Anticipated are 16,090 new jobs plus 38,160 labor force separations for a total of 54,250 openings. These new service worker positions will stem largely from expansion in retail trade, medical and educational institutions, and local government, and will especially involve cooks, waiters and waitresses, practical nurses, hospital attendants, janitors and policemen. (Chapter 3, Part Two)
- ° Operative employment is likely to be the most severely inhibited by continued technological advances and the movement toward a service-producing economy. The routine, repetitive nature of the duties of the semi-skilled operative workers makes their jobs particularly susceptible to mechanical replacement. Of an anticipated 19,920 openings, only 1,310 will result from the creation of new jobs. (Chapter 3, Part Two)
- ° In an effort to relate manpower projections to enrollments in specific vocational courses, the Coordinating Council for Occupational Education is currently piloting a projection model. This model is based upon the assumption that the percentage of total enrollment in a comprehensive school system enrolled in a specific occupational field, should approximate the percent of average employment in the same occupational field. While only tentative over- and under-enrollment programs have

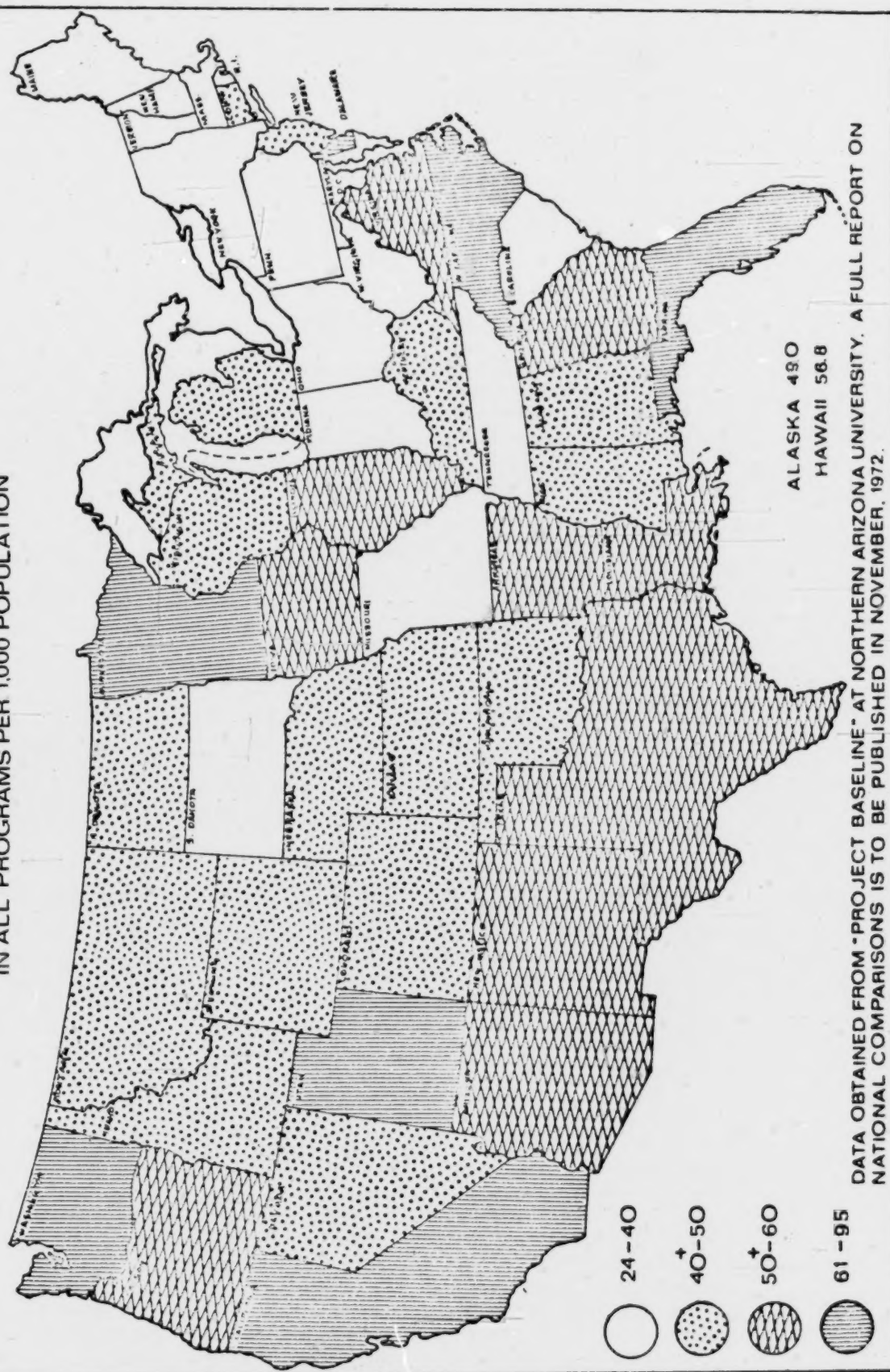
been confirmed through use of the model, some preliminary data are now available and it is anticipated that more refined judgments will be available in the future. It should be noted that no single model will probably ever be able to relate enrollment and manpower forecasts in any precise manner due primarily to the fact that direct lines between specific vocational programs and specific jobs in our labor market are extremely difficult to identify. (Chapter 3, Part Two)

Present and Future Vocational Enrollments

- ° During the 1971-72 school year, approximately 258,000 Washington students were enrolled in specific vocational programs of the public common schools, vocational-technical institutes, and community colleges. This represents a 11.6 percent increase in enrollments over the previous year. Approximately one-half of the total vocational enrollment is at the common school level. (Chapter 5, Part Two)
- ° Washington State has 70.7 persons per 1,000 population involved in its various vocational programs compared with a national average of 48.0. Map A shows the vocational education enrollment ratios for each of the 50 states as reported by Project Baseline, a nation-wide survey to be published in November, 1972. Washington can take some considerable pride in maintaining a high involvement of its citizenry in vocational programs. (Chapter 5, Part Two)
- ° All major vocational program areas, with the exception of agriculture, health, homemaking and technical have experienced enrollment increases over the past two years. Distributive education programs have increased by almost 50 percent. There has also been a significant expansion of pre-vocational programs at the secondary school level. (Chapter 5, Part Two)
- ° Enrollments in specific vocational programs vary substantially across the State. Map B attempts to relate public vocational enrollments to the resident work force in each of Washington's 39 counties. It might be noted that the highest percentages of vocational enrollment occur in Stevens, Pend Oreille, and Pierce counties. Stevens and Pend Oreille reflect active vocational programs (agriculture, home economics, distributive education and business and office) in non-populous counties. Pierce county has traditionally been strong in vocational education with two fine vocational-technical institutes and, more recently, two community colleges. (Chapter 5, Part Two)
- ° It is estimated that approximately five percent of all reported vocational enrollments in Washington State are in non-public institutions. These non-public enrollments, as a percent of resident work force, are greatest in Chelan, Franklin, King and Pierce counties primarily because these counties include population centers. Another important source of vocational training is the adult correction institutions in the State of Washington. During 1971 approximately 130 persons (20 percent of all those discharged and paroled) were involved in specific vocational programs. A rather extensive examination of vocational programs in correctional institutions has just recently been completed by the State Board for Community College Education at the request of the Washington State Department of Social and Health Services. (Chapter 5, Part Two)

MAP A

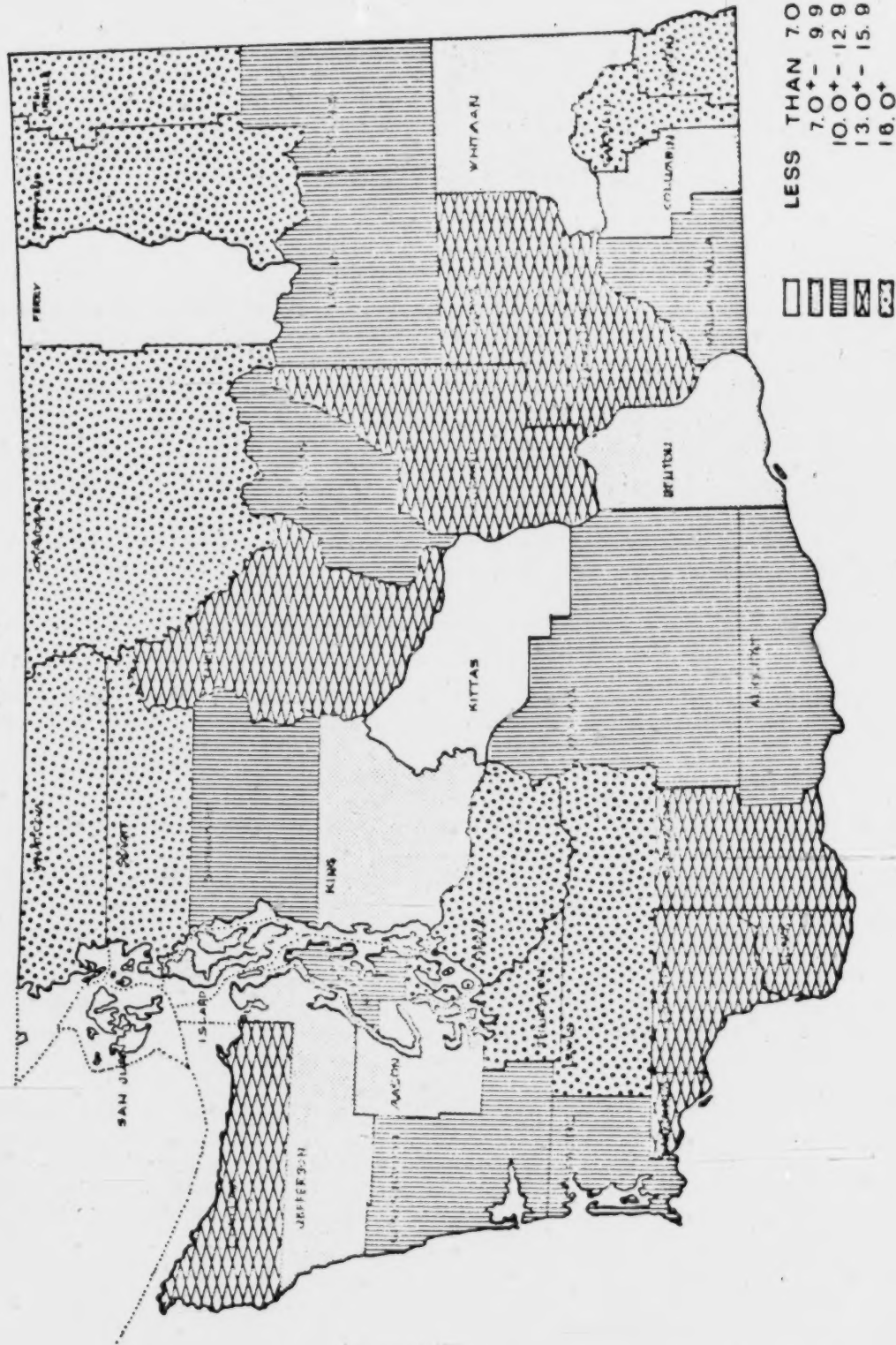
COMPARISON OF STATES BY TOTAL ENROLLMENT
IN ALL PROGRAMS PER 1,000 POPULATION



MAP B

PUBLIC VOCATIONAL ENROLLMENT AS PERCENT OF RESIDENT WORK FORCE

1970-71



Source: TRIAD and 1970 U. S. Census

- ° According to enrollment projections, as released by the Coordinating Council for Occupational Education, vocational enrollment can be expected to increase approximately 50 percent in the next five years. At least a part of this increase can be attributed to the continued broadening of vocational education activities. However, the largest increase is likely to occur as a result of increases in various post-secondary programs designed for retraining present workers. Of the major occupational program areas, the greatest percentage increase is projected for the health field. (Chapter 5, Part Two)

Employer Viewpoints on Vocational Education

- ° On the basis of a representative sample of employers throughout Washington State, it can be concluded that "good work attitudes and habits" is the single most important applicant characteristic. It is also true that employers feel that vocational programs should do more to encourage the development of such qualities in students. (Chapter 6, Part Two)
- ° All major employer groups -- central office managers, line supervisors, and non-supervisory employees -- feel that more related "on-the-job" experience is an extremely important need in improving vocational preparation programs. Employers seem interested in assisting with this expansion of work experience as part of the training program, but many feel that some additional financing will be required to accommodate any substantial increases. (Chapter 6, Part Two)
- ° Insufficient funds and opposition by organized employee groups appear to be major barriers to expanding opportunities for work experience in preparatory vocational programs. Many employers seem willing to accept an additional responsibility for this "on-the-job" type training, but feel that they need some financial help to offset consequent losses in the production process. (Chapter 4 and 6, Part Two)
- ° While employers express considerable concern over the need to teach "better work attitudes and habits," there seems to be some disagreement as to the most appropriate place for such training. The question also exists whether good work habits can even be taught in the conventional sense. Despite numerous differences of opinion in this area, "good work attitudes and habits" will have to be given greater attention in future programming and that both the school and job locations will have to be used in accomplishing this result. (Chapter 6, Part Two)
- ° All three employer groups -- central office managers, line supervisors, non-supervisory employees -- feel that vocational education is an important part of the school program for all students. These same groups also support specific vocational programs as a desirable means of preparing young people for the working world. (Chapter 6, Part Two)

Vocational Funding and Organization Structure

- ° The Superintendent of Public Instruction, as a mandate of SCR-2, on September 7, 1972 published an excellent analysis of vocational program costs and a unified distribution mechanism. (Chapter 9, Part Two)
- ° Coincident with SCR-2, the Legislature in Senate Concurrent Resolution No. 3 mandated a study similar to SCR-2 but related to community colleges. At the time of this writing, no published report was available on SCR-3.
- ° According to surveyed local directors in the three major vocational education delivery systems, the Coordinating Council for Occupational Education has been somewhat unsuccessful in resolving inter-agency conflicts among the various groups and institutions operating vocational services in Washington State. A large majority of the directors interviewed, in connection with SCR-23, favored reorganization of vocational education at the State level, but there was no clear agreement as to how such reorganizing should take place. (Chapter 10, Part Two)
- ° The Coordinating Council for Occupational Education is currently planning a reorganization of its staff. While it is too early to determine the effectiveness of plans as proposed, it is attempting to address some of the concerns as expressed by local directors of vocational education. (Chapter 10, Part Two)
- ° At the present time vocational education data collection procedures are severely complicated by the network of data transmittal and differing agency requirements. It is evident that the Coordinating Council for Occupational Education has either not assumed sufficient responsibility or has lacked the authority to develop and implement an effective information system. If the situation is not clarified, having each of the separate delivery systems developing its own methods and procedures for data collection and evaluation will likely continue.

Program Evaluation Efforts

- ° One of the major problems facing the Coordinating Council for Occupational Education and the Advisory Council on Vocational Education in their efforts to collect reliable information on present programs and their effectiveness, can be attributed to the limited amount of information currently collected on vocational students and graduates. Furthermore, the information which is collected is often not handled in a similar manner in the various institutions delivering vocational services in the State of Washington. The differing ways in which enrollment counts are handled is but one example of this continuing problem. (Chapters 5 and 8, Part Two)

- ° The difficulty in comparison between delivery systems is illustrated by the following definitions of Full Time Equivalent students as provided by the Office of the Superintendent of Public Instruction and the Office of the State Board for Community College Education.

Community College -

45 credit hours (or the equivalent for non-credit courses)

Common School Grades 9-12 -

Average Enrollment Hours divided by 900

(Average enrollment hours are calculated by multiplying the enrollment in a given course by the number of hours that the course met during a given reporting period. Example: Vocational Approved Bookkeeping Course. Average Enrollment: 20 students over nine month period. Class Hours of Instruction: 1 hour per day, 180 days. Enrollment hours equal 3600. 3600 divided by 900 equals 4 FTE's.)

Vocational-Technical Institute -

Actual attendance hours reported in the final report divided by 900.

- ° Both the community colleges and the common school system are working on the development of better evaluation and follow-up procedures. Centralia and Seattle Central Community Colleges piloted a comprehensive follow-up survey during the past year and estimated that this particular system would require approximately two dollars per student for implementation. This cost estimate might be even higher if a greater effort is made to follow up on non-respondents. The Renton School District is currently attempting to coordinate the development of a follow-up system to be used throughout the State. While it is too early to evaluate either of these two pilot programs, it is important to note that no systematic and compatible follow-up effort will succeed unless some greater authority for its implementation is vested in the Coordinating Council for Occupational Education or some similar control group. (Chapter 8, Part Two)

THE FOLLOWING FINDINGS RESULT FROM THE ADVISORY COUNCIL'S ANALYSIS OF ACTION TAKEN ON RECOMMENDATIONS MADE IN ITS SECOND REPORT PUBLISHED IN SEPTEMBER, 1971. THOSE RECOMMENDATIONS ARE REPRINTED IN APPENDIX B, PAGE 29.

- ° The Coordinating Council for Occupational Education was requested to make a status report by July 1, 1972. This was not done. They were again requested to provide such a report on July 27, 1972 and on November 8, 1972. As of publication date, no response has been received on recommendations contained in the Advisory Council's Second Report.
- ° The Advisory Council is aware of some efforts made regarding its Second Report recommendations and those are reported as follows:
 - a. The Coordinating Council for Occupational Education has had contact with business and labor in establishing several advisory committees, but we are aware of no specific contact with industry and labor training organizations as recommended.
 - b. The Advisory Council initiated contacts with information representatives of the Coordinating Council for Occupational Education, Superintendent of Public Instruction and State Board for Community College Education. A number of meetings have been held and a good working relationship established.
 - c. The Coordinating Council for Occupational Education has updated and improved its mailing lists.
 - d. The Coordinating Council for Occupational Education did name a steering committee to plan a study of the effectiveness of counseling in our schools. The group has had two meetings.
 - e. Exemplary funds were designated for development of student placement services. No report on progress has been made.
 - f. A research grant was established to develop a graduate follow-up system. No report on progress has been made.
 - g. The Advisory Council has received but sketchy information in response to its request for information on general advisory committees at the local level.
 - h. The Coordinating Council for Occupational Education changed its State Plan regulations regarding the make-up and use of local advisory committees.

- ° The Advisory Council is aware of no action on:
 - a. Its recommendations on improving teacher certification requirements.
 - b. Its three recommendations designed to maximize use of school facilities.
 - c. Its recommendation to study the effectiveness of local advisory committees.

THE NEXT GROUP OF FINDINGS STEM FROM AN ANALYSIS OF 1971 STATE PLAN SUB-GOALS AND THE REPORT OF PROGRESS MADE BY THE STATE COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION. THAT REPORT IS INCLUDED AS APPENDIX C; PAGE 33.

- ° Most of the goals are stated in such broad terms they do not lend themselves to measurement or realistic evaluation.
- ° Seventeen of the thirty-seven goals cannot be evaluated due to unavailability of data. Of these seventeen goals, only five indicate dates data will be available.
- ° Progress on development of a vocational information system is inadequate. This is also discussed on page 9 of this report.
- ° Good progress has been made on development of an effective forecasting process, but the project has been given insufficient priority. This is also discussed on page 4 of this report.
- ° Progress on development of a vocational evaluation system is inadequate. This is also discussed on page 9 of this report.
- ° Vocational enrollments have increased nearly 12%. This is also discussed on page 5 of this report.
- ° Minority enrollment has increased about 14% state-wide, only slightly better than the over-all enrollment increase. It appears that minority enrollment in vocational programs is about the same proportion as minority to total population, except for the Spanish surnamed. This group represents 32% of the minority population, but enjoys only 21% of the vocational enrollment of minorities.
- ° Youth group enrollments dropped significantly in FFA, FHA and FBLA.
- ° Progress on development of curriculum strategies is inadequate.
- ° The apparent inability to measure unemployed returning to the labor force through vocational education further indicates the inadequacy of follow-up efforts of vocational completions.

CHAPTER III

RECOMMENDATIONS

As a result of examining both the data collected through SCR-23 study activities and the analysis as presented in Part Two of this report and of reviewing its own general understanding of the present position and future importance of vocational education in Washington State, the State Advisory Council on Vocational Education presents here a set of recommendations to the Washington State Legislature, the Coordinating Council for Occupational Education and the State Board of Education. It is hoped that these recommendations will be of assistance, both to the Legislature and to the several groups involved in delivery of vocational training services. A brief rationale for each recommendation has been included; and, where appropriate, the rationale has been cross referenced to the related discussion in Part Two of this SCR-23 report. The Advisory Council on Vocational Education stands ready to provide further explanation of its various recommendations. Hopefully, these recommendations will eventually benefit students attending educational institutions throughout the State.

Recommendation #1: *The Legislature should direct the Coordinating Council on Occupational Education to develop and implement a more effective information system which centralizes and standardizes the information required for planning, coordinating and evaluating the total vocational education effort in the State.*

The lack of standardization in data collection procedures in the various vocational education delivery systems raises serious questions regarding the reliability of any attempt to compare data in vocational education. A similar recommendation regarding development of an effective information system was made by the Advisory Council in its First Report dated March, 1970. We regret to report that insufficient progress has been made since that recommendation was published. Certain comparisons anticipated as a part of the SCR-23 study were impossible because of the lack of a systematic data collection procedure.

While the Advisory Council is not prepared to specify details of information system design, the following factors should be included in its development:

- a. To the extent possible, the data collection system should utilize existing data systems of the several delivery systems and attempt to relate and consolidate key data collected through those systems.
- b. The system, as developed, should provide a compatible method for reporting head count and full-time equivalent enrollments by program (see page 10).
- c. The data collection system should provide identification of handicapped and disadvantaged enrollments in all delivery systems.
- d. The data collection system should relate cost data in a manner to facilitate comparison between all vocational education programs and delivery systems.
- e. The data collection system should report space and staffing requirements and relate them to the best estimates of future enrollment.

In developing a system of data collection which incorporates the above factors, it is suggested that the Coordinating Council for Occupational Education examine carefully the efforts made by other states to improve their data collection procedures. The experiences of a recent national study (Project Baseline) may also be of some assistance in examining alternatives for a comprehensive data collection system in Washington State.

Recommendation #2: *The Coordinating Council for Occupational Education should implement a vocational graduate follow-up survey with certain common information to be collected by all public vocational delivery systems.*

The Advisory Council found an absence of any reliable state-wide follow-up on vocational graduates. While a detailed discussion of the rationale for such a state-wide survey is contained in Chapter 8, Part Two of the SCR-23 report, it is important here to stress that the best of the procedures currently being developed through the Renton School District and the State Board for Community College Education research efforts should be utilized in developing a follow-up system. Of particular importance in this development are the following:

- a. Involvement of local vocational institutions in the planning and conduct of the follow-up survey.
- b. Some commonality of information on vocational placement (both initial and long-range) on a state-wide basis.
- c. Some consideration of the quality of programs as well as the placement record of graduates.

d. Some degree of flexibility for local adaptation.

Recommendation #3: *The Coordinating Council for Occupational Education should examine the feasibility of an employer-based follow-up system.*

Any effort to evaluate vocational programs must consider more than the placement experience and impressions of graduates. Some type of systematic inventory of employer viewpoints (similar to that outlined in Chapter 6, Part Two of the SCR-23 report) is essential in the development of a comprehensive evaluation scheme. The feasibility of input from local advisory committees should also be evaluated. While problems of funding may not permit such an evaluation state-wide and at frequent intervals, some periodic effort should be made to obtain this input from employers.

It is evident that this recommendation for an employer-based follow-up system, as well as the data collection and follow-up efforts suggested in previous recommendations, will require additional financial resources. Such funding considerations should be carefully considered in the planning stage and certain follow-up efforts may have to be abandoned or at least postponed if sufficient funding is not immediately available. Special attention in making this funding assessment should be given to the reliability of the various data sources to be used, and it is appropriate to build reliability checks into the data collection process. If such checks raise serious questions regarding reliability, it may be preferable to collect a smaller amount of data at less frequent intervals.

Recommendation #4: *The Coordinating Council for Occupational Education should assign high priority to the development of evaluation systems for vocational education programs.*

At the present time, most evaluation of vocational programs is directed toward new and exemplary vocational efforts. Very little evaluation has been directed toward on-going programs, and many schools and districts are lacking in the expertise necessary for making evaluative judgments on existing programs. Techniques of evaluation should be gathered, analyzed and developed into systems. Additionally, emphasis should be given to the development, encouragement and funding of research projects to serve as useful input to the task of improving state-wide evaluation of vocational education.

Recommendation #5: *The Coordinating Council for Occupational Education should publish the results of research and exemplary projects and should see that all school districts and interested educational institutions are informed regarding these projects.*

At the present time, very little systematic communication exists regarding successful vocational programs. While it is true that the Coordinating Council for Occupational Education publishes periodic bulletins which include discussion of its various programs and distributes listings of funded programs (see Appendix 2A, Part Two of the SCR-23 report), there is, at the present time, no state-wide and systematic effort to inform school districts and community college personnel of the success or failure of vocational programs throughout the State. Any such reporting should include an analysis of the key reasons for success or failure as well as recommendations for future use.

Recommendation #6: *The Coordinating Council for Occupational Education should assign a high priority of staff and funding for the field testing, refinement, and expansion of its present efforts to relate manpower requirements to vocational enrollment.*

A major part of Chapter 3, Part Two of the SCR-23 report is directed toward a discussion of efforts to describe more clearly the relationship among occupational needs and vocational enrollment. While substantial problems are likely to accompany any model for forecasting the desired enrollments in vocational programs, it is important that we continue to search for better prediction capability. Sound investment in vocational education can only be made when the actual training experiences are closely related to the requirements of the working world. With this in mind, it seems clear that better methods of projecting manpower needs and relating vocational enrollments to those needs are a sensible priority for the years ahead. Much could be accomplished in this area with greater involvement with local advisory committees.

Recommendation #7: *The State Board of Education and the Coordinating Council for Occupational Education should include within their respective certification requirements of all teachers an exhibited competence in the following:*

- a. *Orientation to the "world of work" and concepts of career education.*
- b. *Counseling and guidance skills with career emphasis.*

In Chapter 2, Part Two of the SCR-23 report, considerable evidence relating to the limited occupational awareness of young people is provided. It is unlikely that this limited awareness on the part of Washington students can be eliminated without implementing certain changes in the teacher education programs of the State. An effective orientation program requires awareness and understanding on the part of teachers at all levels of the educational system. Far too many students today plot their educational future without having a sufficient base of information

regarding available vocations. Making a certain level of vocational awareness a part of the teacher certification system should have some impact on this deficiency of the current school experience.

A similar recommendation was made by the Advisory Council in its Second Report of September, 1971. No action has been reported or observed regarding certification; however, the Advisory Council is pleased to note that Central Washington State College is in process of revising certain of its curricula based upon that recommendation.

Recommendation #8: *The Coordinating Council for Occupational Education and the Office of the Superintendent of Public Instruction should take steps to expand Project WAVE so that it is available to all teachers and counselors in the State of Washington.*

Various aspects of Project WAVE were discussed in Chapter 2, Part Two of this SCR-23 report. Of particular importance here is the series of continuing workshops designed to provide school staff personnel with realistic information about the opportunities that exist in the world of work and to affect change in the persistent attitude in America that a college degree is the only guarantee of success in the occupational world. The workshop activities associated with Project WAVE have already led to the development of career awareness programs in a number of school districts and colleges throughout the State. The intent of this recommendation is an expansion of the Project WAVE attempt to increase awareness of our existing core of teachers and counselors in Washington State.

Recommendation #9: *The Coordinating Council for Occupational Education should design and conduct special workshops in vocational education and career education concepts for school directors, trustees and administrators in all delivery systems.*

Since directors, trustees and administrators in our schools and colleges exert a substantial influence over educational programs at that level, it seems imperative that the groups become better informed regarding vocational education and career education concepts. Special workshops similar to Project WAVE (as described in Chapter 2, Part Two of the SCR-23 report) could be utilized in this effort to expand awareness among directors, trustees and administrators. Special attention should be given to the role of administrators and school directors in planning and implementing career awareness programs and resource persons from school districts throughout the State should be utilized in these workshop activities.

Recommendation #10: *The State Board of Education should include within its existing occupational education requirements substantial attention to the development of good work attitudes and habits and human relations skills required in the working world.*

The employer survey, as described in Chapter 6, Part Two of the SCR-23 report, reveals a continuing concern about the effectiveness of vocational programs in teaching human relations skills and good work attitudes and habits. If this concern is to be seriously addressed in our present education programs, it seems desirable that it be incorporated into some part of our required common school curriculum. Since the State Board of Education, only last year, added a specific course in occupational education as a requirement for graduation, it seems reasonable that direct attention should be given to human relations skills and good work attitudes and habits in this required course. Important areas with which to deal should include: the role of business, industry and labor; the role of supervisors; the reasons for production and service standards; the reasons for work rules; what conduct is generally expected of workers, and why; and the relationship skills in dealing with fellow workers, supervisors and customers.

While there may be some disagreement as to the proper placement of these instructional components in the overall school curriculum, it would seem that, at the very least, students should gain an increased understanding of the importance of these two factors in obtaining and holding a job. Hopefully, any basic work in human relations and work habits--as incorporated into the present occupational education requirement--can be further developed in more advanced vocational courses and, even more particularly, in the "on-the-job" portion of specific programs.

Recommendation #11: *The State Board of Education and the State Board for Community College Education should see that good work attitudes and habits and human relations skills are given increased emphasis in the vocational training programs under their jurisdiction.*

Again, the employer concern, as discussed in Chapter 6, Part Two of the SCR-23 report, suggests that increased attention be given to these factors. In both the school and job settings, we must find better ways of encouraging the development of human relations skills. All students must, at the very least, understand the importance of good work attitudes and habits in obtaining and holding a job. Since these highly personal factors can sometimes be taught more effectively in an "on-the-job" setting, we must make even greater efforts to enlist the assistance of outside resources. The goals of teaching good work attitudes and habits and better human relations skills can only be accomplished with a cooperative effort.

Recommendation #12: *The cooperative and work study models for occupational education should be given real encouragement in overall funding patterns and special effort should be made to expand this "on-the-job" experience model for vocational training.*

The unique features of the "on-the-job" training model were discussed in detail in Chapter 4, Part Two of the SCR-23 report. Also note in connection with the employer survey (as described in Chapter 6, Part Two of the SCR-23 report) that "on-the-job" experience is viewed as an essential improvement in vocational programs. While it appears that both financial barriers and opposition from employee groups have delayed the expansion of cooperative training ventures, it is extremely important that the Coordinating Council for Occupational Education and other groups involved in vocational education give increased encouragement to this training method.

Recommendation #13: *The Coordinating Council for Occupational Education should plan and conduct employer conferences involving management, labor and vocational educators to explore meaningful ways to expand on-the-job training experiences.*

Based upon the employer survey as described in Chapters 4 and 6, Part Two of the SCR-23 report, it is clear that significant barriers are likely to frustrate any efforts at expanding the "on-the-job" training model. It would seem that employer conferences, as suggested in this recommendation, would be useful as a means of planning a realistic expansion of on-the-job training experiences for students throughout Washington State. Perhaps such conferences could lead to establishing responsibility for financing this needed expansion of on-the-job training and could also direct attention to the major barriers which currently limit that expansion.

Recommendation #14: *In conformance with P.L. 92-318, the Legislature should create a Postsecondary Education Commission with membership broadly representative of the general public and all major elements of postsecondary education in the State. At the appropriate time the Advisory Council on Vocational Education will make recommendations regarding this Commission.*

The federal requirement of naming a Postsecondary Education Commission inserts a new and unsought factor in the organizational question. The already complex vocational education organizational structure will be further confused and complicated by this requirement. It is also obvious that no existing agency, as it is now constituted, would meet the requirement of the new Act. Because of the key role such a Commission would play under the Act, the Advisory Council believes that the make-up of the Commission should receive careful legislative attention.

Increased emphasis on and enrollments in postsecondary vocational/occupational education within our State, and the broad and representative membership of the Advisory Council, indicate that recommendations from the Advisory Council on formation of the Postsecondary Education Commission

are not only in order but should be given considerable weight. Because the rules and regulations from the U. S. Office of Education pertaining to the Commission are not yet available, the Advisory Council will issue a special report and recommendations to the Legislature prior to the start of its 43rd regular session.

Recommendation #15: *The Legislature should mandate a study of State Level organization of vocational education to be made within one year after the creation of the Postsecondary Education Commission. The study should be conducted by the State Advisory Council on Vocational Education.*

The Advisory Council believes that the current organization structure of vocational education is lacking in its ability to resolve inter-agency conflicts; and that the current organization structure has contributed to certain deficiencies in service to local educational institutions. However, significant change in organization structure at this point would seem unwise in view of: a) the requirement of naming a Postsecondary Education Commission for the State, and b) the organizational realignment of and new leadership on the staff of the Coordinating Council for Occupational Education.

These changes seem significant and may bring about desired improvement. Therefore, the Advisory Council concludes that a comprehensive study of vocational education organization one year after naming a Postsecondary Education Commission should shed light on the effectiveness of the changes.

Recommendation #16: *The State Advisory Council on Vocational Education endorses, in general, the recommendations made in the report on SCR-2 by the Superintendent of Public Instruction dated September 7, 1972.*

The study prepared by the Office of the Superintendent of Public Instruction resulted from Senate Concurrent Resolution No. 2, 42nd regular session of the Legislature. The Advisory Council believes the report's findings and conclusions, in general, to be well founded and that the recommendations, as contained in the report, should be implemented.

Recommendation #17: *The Coordinating Council for Occupational Education should spearhead efforts to maximize use of vocational education school facilities.*

This recommendation was made in the Advisory Council's Second Report published in 1971. No action on the recommendation has been reported or noted. The Advisory Council is chiefly concerned with expensive vocational education space and equipment not being fully utilized in our common schools and community colleges.

THE FOLLOWING RESULT FROM AN ANALYSIS OF ACTION TAKEN ON RECOMMENDATIONS MADE BY THE ADVISORY COUNCIL IN ITS SECOND REPORT PUBLISHED IN SEPTEMBER, 1971 (APPENDIX B). BECAUSE LITTLE ATTENTION HAS BEEN PAID TO LAST YEAR'S RECOMMENDATIONS, IT IS NECESSARY TO REPEAT MOST OF THEM IN THIS REPORT. SEVERAL WERE REPEATED ON FOREGOING PAGES BECAUSE THEIR RELEVANCY WAS FURTHER VERIFIED IN THIS YEAR'S ANALYSIS. THE FOLLOWING ARE RESTATED BECAUSE THE ADVISORY COUNCIL BELIEVES THE NEED TODAY IS AS OBVIOUS AS IT WAS ONE YEAR AGO:

Recommendation #18: *The Coordinating Council for Occupational Education should establish on-going communications with training groups within business, industry and labor.*

Groups, such as the Association of Washington Business, Pacific Northwest Personnel Management Association, American Society for Training and Development, King County Labor-Management Apprenticeship Training Council, State Labor Council and Building Trades Council, are vitally interested in vocational and technical education. Ways and means of communication with these and similar groups should be explored, established and maintained.

Recommendation #19: *The Coordinating Council for Occupational Education should place more emphasis on studying counseling and guidance in our schools.*

A steering committee is operational, but as only two meetings have been held the Advisory Council concludes this critical study has been on the "back burner." The Advisory Council has demonstrated the concern of the public on counseling and believes an objective study of counseling-guidance effectiveness is essential.

Recommendation #20: *The Coordinating Council for Occupational Education should initiate a study of the effectiveness of local advisory committees as a follow-up to changes in State Plan regulations on advisory committees.*

Though the rules and regulations on advisory committees were changed in the State Plan, the Advisory Council is aware of no study conducted by the Coordinating Council for Occupational Education. A follow-up study to determine the effect of the rule changes and general effectiveness of local committees is highly desirable.

THE ADVISORY COUNCIL, IN REVIEWING ACCOMPLISHMENT MADE ON 1971 STATE PLAN SUB-GOALS, BELIEVES THE FOLLOWING RECOMMENDATIONS SHOULD ALSO BE GIVEN CAREFUL CONSIDERATION:

Recommendation #21: *The Coordinating Council for Occupational Education should, in developing its next State Plan, draft sub-goals that specify desired accomplishment in measurable or verifiable terms.*

A goal such as "increase the number of students enrolled in vocational programs" is motherhood and apple pie. A realistic target, in terms of numbers or percentage and in direct relation to assessed needs, would turn the goal into a meaningful, measurable objective.

Recommendation #22: *The Coordinating Council for Occupational Education should increase its emphasis on meeting minority vocational education needs.*

It would seem reasonable that special efforts to train target groups should produce higher enrollments than to be expected by population ratios. This has not been the case; therefore, renewed effort in providing vocational education for minorities is essential. Particular attention should be paid to educational needs of the Mexican-American population to achieve at least the same enrollment ratio with other minority groups.

Recommendation #23: *The Coordinating Council for Occupational Education should assign higher priority to leadership development as an adjunct of vocational education.*

In a period of increased vocational enrollment, it is alarming to note significant enrollment drops in FFA, FHA and FBLA. The apparent reason is lack of emphasis or priority. The Advisory Council believes youth group activities to be very valuable in leadership development. Increased emphasis should be given youth groups as well as exploration of other leadership development techniques.

APPENDIX A: STATE SENATE CONCURRENT RESOLUTION 71-23

ENGROSSED SENATE CONCURRENT RESOLUTION NO. 23

State of Washington
42nd Legislature
1st Extraordinary Session

By Senators Odegaard,
Gardner, Metcalf,
Ridder, Newschwander
and Francis

Read first time March 24, 1971, and referred to Committee on EDUCATION.

WHEREAS, The Washington State Legislature has expressed its intent to achieve a comprehensive study of vocational education needs and the capabilities for the delivery of services in vocational education, as expressed in section 10 of chapter 283, Laws of 1969 extraordinary session; and

WHEREAS, Such a study is necessary in order to prepare recommendations for overall improvements in the vocational education organizational structure, allocation mechanisms, and funding levels; and

WHEREAS, Such a study should be effected in such a manner as will assure the maximization of existing knowledge and data resources, with the greatest potential for gathering and assimilating reliable information rapidly and at the least possible cost consistent with the undertaking, and should result in data which is at the same time objective in its nature; and

WHEREAS, In response to the vocational education study mandated by section 10, chapter 283, Laws of 1969 extraordinary session, the Legislative Budget Committee, the Joint Committee on Higher Education and the Joint Committee on Education have each issued reports outlining legislative concerns implemented by additional questions requiring future resolution relative to the development of vocational education in Washington; and

WHEREAS, State legislation has created the Coordinating Council for Occupational Education to "serve as the sole agency for the state for the receipt of federal funds made available by acts of Congress for vocational education within this state" and additionally charged that body with the responsibility of formulating the State

Plan for Vocational Education and also defined certain supervisory powers in the administration of the State Plan in the State Board for Community College Education, the State Board of Education, the Superintendent of Public Instruction, and public schools of the state; and

WHEREAS, The Coordinating Council for Occupational Education in cooperation with other state bodies possess the necessary expertise and operational capability to carry forth the intent of the Legislature in conducting a comprehensive study of vocational education in all its aspects throughout the State of Washington;

NOW, THEREFORE, BE IT RESOLVED, By the Senate, the House of Representatives concurring, that the Coordinating Council for Occupational Education with the cooperation of the Office of the Superintendent of Public Instruction, the State Board for Community Colleges, the Washington State Advisory Council for Vocational Education, the Governor's Manpower Coordinating Committee including its statewide Area Manpower Coordinating Committees, and the Washington Vocational Association's Joint Vocational Education-Vocational Rehabilitation Study Committee undertake a comprehensive study of vocational education needs, services and funding in the State of Washington.

BE IT FURTHER RESOLVED, That in the Conduct of such a study the Legislative Budget Committee, the Joint Committee on Higher Education and the Joint Committee on Education each appoint a liaison member to assist the Coordinating Council for Occupational Education in the formation of their response to this resolution.

BE IT FURTHER RESOLVED, That the Coordinating Council, with participation by the legislative liaison members and the aforementioned bodies, structure this study in four phases wherein:

(a) the Coordinating Council and the Advisory Council for Vocational Education jointly fund research which will create a model capable of adequately identifying the parameters of need, the entire existing apparatus for the delivery of services and methodology and vehicles

for data collection that will accomplish these ends; (b) the Coordinating Council should assume primary responsibility for the implementation of data collection under the agreed modes; (c) the Advisory Council, under the direction of a fulltime Executive Director, should assume primary responsibility for the assimilation and analysis of the collected data; and, (d) the Advisory Council for Vocational Education should assume primary responsibility for evaluating the resultant information and, from it, formulate recommendations to the Washington State Legislature for its final evaluation and appropriate action by it and/or relevant agencies.

BE IT FURTHER RESOLVED, That in the pursuit of the activities in Phases (a), (b), (c), and (d) above, the Legislative Budget Committee, the Joint Committee on Higher Education and the Joint Committee on Education may review the development and operation procedures and resulting information, providing for itself a continuity of information and opportunities for periodic objective reactions of value to the overall project. The mechanics for such communication and review are to be designed as a part of the model developed in Phase (a) above.

BE IT FURTHER RESOLVED, That such a study be undertaken immediately upon adoption of this Resolution, with Phases (a) and (b) above to be completed during Calendar Year 1971 and the data and recommendations resulting from Phases (c) and (d) above being completed and delivered to the Legislative Budget Committee, the Joint Committee on Higher Education and the Joint Committee on Education no later than November 1, 1972.

BE IT FURTHER RESOLVED, That until the study mandated by this resolution is completed, no transfer of authority affecting vocational programs operated by contract or otherwise by local school districts, shall be made.

BE IT FURTHER RESOLVED, That a copy of this resolution be transmitted by the Secretary of the Senate upon the passage thereof in both houses of the Legislature to each agency cited in this resolution.

APPENDIX B: STATE ADVISORY COUNCIL 1971 RECOMMENDATIONS

RECOMMENDATIONS

Reprinted from Advisory Council's Second Report

The foundation of our way of life is the freedom of the individual to develop his own abilities in a manner and to the degree he chooses to benefit himself and society.

To maintain this tenet, individuals must be provided experiences which enable them to assess values, discover career interests, determine aptitude and develop themselves accordingly.

The Advisory Council believes that for too long our public schools have basically directed students toward academic degrees as an end rather than toward meaningful individual development, whatever course that may take.

As a result, the Council is convinced that major changes are needed in the educational process, changes designed to broaden not restrict, changes that assist individual development rather than channel and direct, changes that address themselves to career preparation.

Therefore, the following recommendations derived from our study should receive urgent attention by the Washington State Coordinating Council for Occupational Education and other specified groups:

1. IMMEDIATE STEPS BE TAKEN TO IMPROVE COMMUNICATION WITH USER GROUPS

Though a great deal of commendable information is published, there is need to improve the effort by "reaching out" to user groups. The evidence is clear that many of our state's users and potential users of vocational education services and products do not know what training is available, where particular training is offered or the level and type of skills that can be obtained. Such information should be available in personnel offices throughout business and industry, in labor union offices and hiring halls, in youth clubs, and in service centers of agencies assisting the disadvantaged.

Specifically, the Advisory Council recommends that:

- a. The Coordinating Council establish and maintain contact with and seek the counsel of industrial personnel management organizations, industrial training associations, and training groups within labor organizations.
- b. Key informational Representatives of the Coordinating Council utilize The Advisory Council's Information Committee as an on-going advisory group in public communication efforts.
- c. The Coordinating Council completely overhaul and update all mailing lists used to reach user groups with particular attention paid to employers, youth clubs and agencies serving the disadvantaged.

2. A SYSTEMS APPROACH BE DEVELOPED TO INSURE IMPROVEMENT OF CAREER COUNSELING IN PUBLIC SCHOOLS

The Advisory Council believes that there is no simple solution to improvement of career counseling in our schools. Too often critics have targeted those bearing the title of "counselor" or "adviser." The Council, therefore, recommends a carefully planned and coordinated approach to counseling improvement emphasizing the inherent responsibility of all educators to counsel and including:

- a. The Governor appointing a task force to study the effectiveness of career counseling in our common school system, to report findings and to make recommendations for improvement arising from the study.

The task force, basically, should include representatives from the Coordinating Council for Vocational Education, the Superintendent of Public Instruction, the School of Education from one of the state's four-year institutions of higher education, and the general public.

- b. The inclusion within the certification requirements of all teachers of at least one substantive course in orientation to the "world of work," and at least one course in the development of counseling skills.
- c. The development of guidelines to assist our schools, community colleges, business, industry and agriculture in providing to students meaningful programs of job exposure, information of job availability and placement liaison with local employers.
- d. Improve the existing, or design a new, vocational graduate follow-up system to insure: 1) accurate, state-wide graduate information and 2) sufficient flexibility to fulfill counseling and program needs of local training centers.

3. THE COORDINATING COUNCIL SPEARHEAD EFFORTS TO MAXIMIZE USE OF SCHOOL FACILITIES

Many studies have been done on this subject and the alternatives often debated, but nothing of significance happens to better utilize school facilities. The Advisory Council believes that it is time to "get off the dime" and immediately undertake at least the following:

- a. Gather and synthesize all pertinent studies and proposals applicable to facility utilization, including the 1971 budget proposal from the Superintendent of Public Instruction for pilot projects in year-around utilization of facilities and staff.

- b. Research school systems which have had experience with year-around utilization of school facilities such as Atlanta, Georgia.
 - c. Encourage the State Board of Education to approve and the Superintendent of Public Instruction to plan and assist in the establishment of several "test" districts in year-around use of high school facilities.
4. THE STATE ADVISORY COUNCIL ESTABLISH COMMUNICATION WITH GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEES AT THE LOCAL LEVEL

The Council must establish working, two-way communication with local, overall advisory committees concerned with vocational programs in their particular area. The Council should serve as a channel for recommendations from local groups that have state-wide implication, as well as informing local groups of Council activities.

5. THE COORDINATING COUNCIL INITIATE A COMPREHENSIVE STUDY AND APPROPRIATE SUBSEQUENT ACTION WHICH WILL INSURE THE EFFECTIVENESS OF LOCAL ADVISORY GROUPS.

For many years vocational education has been proud of its "backbone" of local advisory groups. Few, probably, would argue with this concept but we really do not know if all local groups are effective, if there are enough local committees in our state, or if the system of local committees has been sufficiently responsive to needed changes in vocational programs in relation to employment opportunities.

- 1/ On recommendations referred to the Coordinating Council, a report of action taken is expected by no later than July 1, 1972.

APPENDIX C: STATUS REPORT ON 1971 STATE PLAN SUB-GOALS

October 2, 1972

SUB-GOAL ELEMENTS		1971	1972	CHANGE		SOURCE OF DATA
				Numerical + - ()	Percent + - ()	
1.	Instructional Hours Orientation to World of Work in Career Selection					
	Common Schools *	Hours not available Number of districts Est. 5	40	+35	700%	SPI
	Community Colleges	DNA	3,205 students	--	--	SBCC
3.	Preparatory Vocational Enrollment					
	Common Schools (9-12)	116,542	132,801	+16,259	+13%	O.E. Form 3138
	Voc-Tech Institutions	36,272	35,557	-715	-2%	
	Community Colleges	21,961	23,144	+1,183	+5%	
5.	Number of Students in Vocational Youth Groups					
	FFA	6,085	5,647	-438	-7%	CCOE
	FHA	3,686	2,956	-730	-24%	CCOE
	VICA	318	506	+188	+59%	CCOE
	DECA	2,772	3,176	+404	+14%	CCOE
	FBLA	1,367	1,143	-224	-19%	CCOE
8.	Number of Disadvantaged Students Placed in Occupa- tion or Related Occupation					
	Common Schools (9-12)	27	DNA			O.E. Form 3139
	Voc-Tech Institutions	30	until			
	Community Colleges	221	Dec. 1			
* Indicates common school system						

		1971	1972	CHANGE		SOURCE OF DATA
				Numerical + - ()	Percent + - ()	
4.	Number of Curriculum Articulation Programs K-14	DNA	DNA	--	--	
16a.	To Design, Test and Define by Policy: Curriculum Development Strategies for Vocational Education	This has not been accomplished				CCOE
17.	Number of Standardized Vocational Instructional Materials Packages Updated	DNA	25	--	--	CCOE
20.	Number of Up-to-date Occupational Analyses with Measurable Performance Objectives Available to Instructors					
	CCOE Developed	4	5	+1	+25%	CCOE
	Purchased as available and distributed to schools upon demand (Ref 9/28/72 listing)					
25.	Number of General Administrators' and Teachers' Preparation Programs Requiring a Course in the Philosophy of Vocational Education	Task Force Working - In Process				CCOE
26.	Number of Releases of Information to the Public	62	76	+14	+22.6%	CCOE
29.	To Have and Operate An Efficient and Effective Forecasting Process for the Vocational Education System	First phase accomplished				CCOE
30.	To Design, Test and Define by Policy a State of Washington Vocational Evaluation System	First phase accomplished				CCOE
31.	To Design, Test and Define by Policy an Information System for Vocational Education	First step taken				CCOE

SUB-GOAL ELEMENTS		1971	1972	CHANGE		SOURCE OF DATA
				Numerical + - ()	Percent + - ()	
7.	Number of Occupations for Which Preparatory Programs Are Offered		DNA until Oct. 1			
	Common Schools (9-12)	47				CCOE Information Management Center
	Voc-Tech Institutions	99	89	-10	-11%	
	Community Colleges	82	116	+34	+41%	
15.	Number of Innovative Projects					
	Common Schools	10	10	0	0	Reports from "Part D Exemplary" Programs
	Intermed. Sch. Dist.	4	-	-4	-100%	
	Community Colleges	6	7	+1	+8%	
16.	Number of Courses Having Measurable Performance Objectives					
	Common Schools (9-12)	DNA	1,500 Est.	--	--	SPI
	Community Colleges					
16b.	Number of Persons Residing Greater than Thirty Minutes from a Vocational Education Institution Who Are Enrolled in a Vocational Education Program	DNA	DNA	--	--	
18.	Number of Businesses and Public Agencies Providing Facilities for Vocational Education	DNA	DNA	--	--	
19.	Number of Students Served through Inter-district Agreements	Agreements 1969 - 0 Dist. - 0	21 77	+21 +77	+ - + -	SPI SPI
28.	Number of Unemployed Returning to the Employed Labor Force through Vocational Education	DNA	DNA	--	--	

SUB-GOAL ELEMENTS	1971	1972	CHANGE		SOURCE OF DATA
			Numerical + - ()	Percent + - ()	
9. Number of Handicapped Students Placed in Occupation or Related Occupation					
Common Schools (9-12)	13	DNA			O.E. Form 3139
Voc-Tech Institutions	52	until			
Community Colleges	107	Dec. 1			
10. Enrollment of Racial Minority Students in Vocational Education					
Common Schools (9-12)	8,355	DNA			
Voc-Tech Institutions	2,955	until			
Community Colleges	4,742	Oct. 1			
11. Number of Students Enrolled in Supplementary Vocational Education Courses					
Common Schools (9-12)					O.E. Form 3138
Voc-Tech Institutions					
Community Colleges	56,204	68,078	+11,874	+21%	
12. Enrollment in Programs Preparing Youth for Their Dual Role of Homemaker/Wage-Earner					
Common Schools (9-12)	1,711	2,633	+922	+54%	O.E. Form 3138
Voc-Tech Institutions	2,359	3,133	+774	+32%	
Community Colleges	498	804	+306	+61%	
13. Number of Disadvantaged Students Enrolled in Vocational Homemaking					
Common Schools	27	71	+44	+162%	O.E. Form 3138
Community Colleges	DNA	DNA	--	--	
6. Number of Persons Placed in Occupation or Related Occupation for Which Trained					
Common Schools (9-12)	2,327	DNA			O.E. Form 3139
Voc-Tech Institutions	939	until			
Community Colleges	4,323	Dec. 1			

SUB-GOAL ELEMENTS		1971	1972	CHANGE		SOURCE OF DATA
				Numerical + - ()	Percent + - ()	
19a.	Number of Students Served by Extending the School Day and Year	DNA	DNA	--	--	
21.	Number of Administrators Whose Plans Reflect the Use of Management Techniques in Planning Against Forecasts and Controlling Against Objectives					
	Common Schools	DNA	DNA	--	--	SPI
	Community Colleges	58	98	+40	+69%	SBCC
22.	Number of Districts with a Qualified Local Director					
	Common Schools (9-12)	26	37	+11	+42%	SPI
	Voc-Tech Institutions	5	5	0	0	SPI
	Community Colleges	21	22	+1	+4.5%	SBCC
23.	Number of New Vocational Teachers Who Have Had Pre-service Instruction Prior to Teaching	DNA	DNA	--	--	
24.	Number of Teachers with Skills and Knowledge Necessary to Carry On Individualized Vocational Instruction	DNA	DNA	--	--	
25a.	Number of Vocational Instructors Who Update Their Technical Skills through Work Experience	DNA	DNA	--	--	

NARRATION

Standing Objectives

All six of the standing objectives as listed on page F-6 in the Washington State Plan for Vocational Education were accomplished as specified.

October 2, 1972

NARRATION

NARRATED ACCOMPLISHMENTS AND/OR COMMENTS

SUB-GOAL #1

CCOE

VIEW ("Vital Information about Education and Work") - 18 workshops;
535 VIEW Decks produced and distributed to junior and senior highs
and community colleges

"Dewey Diamond Club Project" to promote career awareness in distributive
occupations grades 1-6 - 1,000 copies; 30 elementary schools; 800
students

"Guidelines for Career Awareness Programs for the Elementary School K-6" -
22 districts; 33 elementary schools; 126 school administrators

3 workshops to develop "career awareness" programs for elementary schools

10 WAVE workshops to assist in the development of "career planning"
activities - 587 persons from September, 1970 to June, 1972

In schools with new B&O programs - effective counseling emphasized -
58 administrators

SPI

No SPI funds available. Focus of federal exemplary funds at elementary
and middle schools levels 71-72 and 72-73 school years. Districts
operate without state or federal earmarked funds; not required to report
activities to state office. Estimate from 0 to 5 to 40 to 55 districts
at various stages of development during last 3 years. Reported plans
indicate 111 districts by 1976.

SUB-GOAL #4

SBCC

Such efforts are being encouraged - particularly through the use of
common advisory committees.

SUB-GOAL #5

CCOE

14 new DECA chapters

7 new FBLA chapters

80% increase in VICA members

Chapters 100% increase

Development & publication of 20 copies of "DECA Committee Chairman's Manual"

2 training conferences for DECA chapter officers - 700 students affected

Mid-management leadership development seminar (Wenatchee) - 17 schools represented

"Governor's Conference" (DECA) - 85 high schools; 110 students

"Senator's Conference" (DECA) - 15 high schools

DECA planning conference - 60 students representing 16 community colleges and 1 vocational technical institute

W-DECA planning conference - 1/ schools; 65 students

DECA awards program - Retail Jewelers of America Project (\$100) - 130 kits in 85 high schools

Standard Oil award: 18 - \$150 scholarships

FFA members showed at 38 county fairs, 40 community fairs and 8 youth shows

Puyallup Fair: 8 chapter education displays - estimate viewed by 75,000 persons

Yakima Fair: 13 chapter education displays - estimate viewed by 25,000 persons

25 chapters participated in "Building Our American Communities" projects

State leadership conference (FFA) - 134 chapters; 550 students

FFA leadership conferences - 8 held; 500 students

13 FFA planning conferences - 2,500 student leaders; 235 advisors; 155 interested community leaders

FFA safety awards - 100 chapters participated

SUB-GOAL #16

SPI

All new, approved courses since 1970 (approximately 1,500) have had to state performance objectives. No system exists for back checking on continuing courses. (Approximately 8,000 line items in data printout of operating courses and sections makes continuing, up-to-date check prohibitive.)

SBCC

One campus, Columbia Basin College, has 100% of preparatory courses on such a base. Several others are approaching this figure, and all districts are committed to this effort.

SUB-GOAL #16b

SPI

To collect such information for the 9-12 system would necessitate, among other things, the analysis of school bus schedules and pick-ups for every district (227 of them), and an analysis of current census data. No present reporting forms require this information from vocational-technical institutes.

SBCC

Positive action is being taken to make vocational program offerings available within 30 minutes travel time of all residents - primarily through supplemental offerings.

SUB-GOAL #17

CCOE

- Guidelines for planning DECA conferences
- "Acura Touch" curriculum guide (DE)
- Standards for "checker training" programs
- Nursing aide curriculum guidelines revised
- DE course outline revised
- Guidelines for cooperative vocational education in community colleges written and distributed
- Guide for diversified occupations coordinators written
- "General Guide for Employment of Minors" written (not yet published)
- 8 units for agriculture resource units in environmental areas
- 2 sets of 3 audiovisual tapes: "How to Teach Expanded Dental Assisting Duties"
- "Simulation Coop Manual" (B&O)
- Revise and update apprentice related materials in Cabinet and Millwork (4 years - 500 copies for each year) and first year carpenters (not printed)
- Revised and updated "Waste Water" and "Water Works Manual - Basic" - 1,500 copies each
- "Mini Guide for Teacher Educators" draft and preliminary testing - 20 copies
- Rewrote "FBLA Conference Events Guidelines"

SUB-GOAL #18

SPI

An increase in the number of cooperative-method programs has increased the number of business and public agencies involved. Increased enrollments in co-op programs (in addition to enrollments in new co-op programs) and recent attention and emphasis on use of work-study funds all affect figures here.

SBCC

Cooperative vocational education programs are expanding. 1,622 students participated in such programs fall quarter 1971. Expanded participation is anticipated.

SUB-GOAL #19

SPI

Interdistrict cooperatives reported and under contract have increased from point zero three years ago to 21 cooperatives serving 77 districts by July, 1972. Increase for 72-73 estimated at 28 co-ops serving 100 districts. No information on number of students served.

SUB-GOAL #19a

SPI

Extended school day through dropout retrieval programs, teen-parenthood programs, interdistrict co-ops and common school-community college co-ops have increased during the past three years. Enrollments are reported with "regular" enrollments by districts involved. Therefore, number of students served is not known. (This office has assurance from each district that enrollments are reported once and that no single student generates an excess of 180 days of support.)

SUB-GOAL #20

CCOE

Developed a task analysis for the field of plastics (not printed)

Revised, updated and printed 1,000 copies of "Occupational Analysis for Business Data Processing Technology"

Revised, updated and printed 1,000 copies of "Training Requirements and Performance Specifications for Wastewater Treatment Plant Operators"

SUB-GOAL #21

CCOE

Workshops for local administrators on "Methods and Procedures of Planning" - 160 administrators

21 organization team development seminars (360 administrators); 10 management orientation seminars (854 administrators); 15 management skill seminars (708 administrators) in 21 locations

4 workshops of local administrators to develop "Handbook for Local Administrators"

4 DE workshops for local administrators on implementation of cooperative and diversified occupations programs - 80 administrators

SUB-GOAL #23

CCOE

6 workshops on "Methods and Procedures of Advising FBLA Chapters"

DE at Eastern Washington State College - 6 teachers

DE at Clover Park Education Center - 20 teachers

In-service DE courses at the University of Washington - 40 teachers

Ag - 3 courses; 65 teachers

Ag 5-day teacher training conference - 165 teachers

T&I at the University of Washington - 2 sections; 50 teachers

T&I at Pacific Lutheran University - 7 sections; 120 teachers

T&I in 10 locations - 10 sections; 120 teachers

DE 1-week planning conference (mid-management) - 15 teachers

DE teacher education at Yakima (industry) - 150 teachers

DE teacher education at Pacific Lutheran University - 125 teachers

DE career development conference - 150 teachers; 180 businessmen; 900 students

B&O teacher workshop at Central Washington State College - 16 teachers

2 B&O teacher workshops - 60 teachers

B&O teacher workshop at Pacific Lutheran University - 119 teachers

19 workshops to teach 154 counselors to administer, score and interpret the General Aptitude Test Battery

2 DE 1-week sessions (Western Washington State College and Eastern Washington State College) on "How to Integrate Youth Leadership Activities into the Instructional Program" - 25 teachers

SUB-GOAL #24

SPI

No way of measuring. Vocational teacher training should provide individualized instructional skills to every certificated teacher if, for no other reason, because of the very nature of the vocational programs.

SUB-GOAL #26

CCOE

Health careers brochures (21 different occupations) - 1,000 each printed; distributed to 200 junior high and 300 senior high schools and to 500 junior and senior high counselors

Reprint "Health Careers - Training Programs in Washington State" - 2,000 copies to junior and senior high counselors and librarians

Reprint "A Guide to Health Manpower Resources" - 2,000 copies to junior and senior high counselors and librarians

"Private School Directory"

134 FFA chapters informed public through news media, TV, displays, reader board, etc., of aims and purposes of vocational agriculture during Vocational Education Week.

"Job Finding Kit"

"Who Are You?"

"Bibliography of Occupational Guidance and Counseling Materials"

134 FFA chapters presented the accomplishments of the chapters to 14,000 people

6 FFA officers spent 270 days, traveled 52,000 miles, visited 74 FFA chapters, addressed 16,500 people plus radio and TV to communicate the purpose and accomplishments of FFA

DECA Speaker's Bureau - 200 students

"Dewey Diamond" brochure - 1,500 distributed to businessmen

Developed 28-minute documentary on mid-management student outcomes - 6 showings; 3 locations (KOMO)

16 mm colored film documentary on mid-management programs - 1 print each distributed to various geographic areas

FHA press releases to 130 weekly newspapers, 24 dailies, 20 TV and 75 radio stations regarding Vocational Education Week

"Washington Future Farmers Magazine" - 6 issues (39,000 copies) to 134 schools, 6,000 members and to general public

National FFA magazine - 6,500 copies distributed; 135 schools; 7-10,000 persons had access

30,000 FFA calendars distributed - 100 schools participated

SUB-GOAL #29

CCOE

"T&I Project AREA" to identify needs and problems at local level - 20 locations; 400 people

DE area meetings - 7 locations; 100 people

SUB-GOAL #30

CCOE

Preliminary development of a DE vocational education program assessment instrument

A preliminary design of one phase of evaluation was developed and tested on the data processing program in community colleges.

SUB-GOAL #31

CCOE

During fiscal year 1972, CCOE redefined its data processing section, naming it an information management center. The center will facilitate in the designing, implementation and operation of systems to collect information needed by the CCOE. The center will also act as an information bank, reporting information to management, program areas, and others as needed and permitted. The establishment of this center will assist in eliminating duplication of effort in collecting data, will provide one source in reporting information and will provide means of relating different aspects of information.